



**Respect**  
*For All*

**Ambitious**  
*In Aspirations*

**Bold**  
*In Actions*

*"...with God all things are possible" Matthew (19:26)*

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## **Religious Education Policy**

**Religious Education in a Church School should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help educate for dignity and respect, encouraging all to live well together.**

***A statement of Entitlement Feb 2019***

Our Church of England School seeks to express the Christian faith in all aspects of school life. Our actions are guided by adherence to our Christian values, British Values and our concern to do the best for our children and wider school communities. We aim to teach a full curriculum that prepares pupils for the opportunities, responsibilities and diversity of life in modern Britain and the wider world through use of the NATRE syllabus

### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at St. George's Church of England Primary School.

**The spiritual and moral development of our children underpins all aspects of our school life.**

## **Legal Requirements**

St. George's is a Church of England school; therefore, Religious Education should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education subject leader on a daily basis.

In EYFS and Key Stage 1, the majority of the work in RE will be based upon Christian beliefs and practice, with the introduction of aspects of Judaism and Islam. Further concepts of world faiths (Judaism, Islam, Sikhism and Hinduism) are taught at Key Stage 2 where knowledge and understanding can be built upon.

In accordance with the law we provide religious Education for all pupils at the school. Teaching of RE will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year. In Key Stage 2 children should be taught Religious Education for 1 hour per week totalling 38 hours over the year. At our school, staff ensure planning units of work for each half term; classes will then have an additional RE week on World Faiths in the summer term to embed key concepts and big questions.

## **Withdrawals**

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

## **Intent**

The purpose of teaching Religious Education in school is to:

- To show children that Christianity is about following God The Father, The Son and The Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to spiritual, moral, social and cultural development of themselves and others.

## **Implementation**

We aim through our teaching

- To provide a course of Religious Education through the NATRE syllabus, appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions, to encourage understanding and appreciation of the rich diversity of religious belief and practice in society today.

## **Impact**

We aim to encourage children in our school:

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences.
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore the purpose of activities such as prayer and worship.
- To develop their understanding of The Bible and how elements sit in The Big Story.
- To develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection of the theology, philosophy and social sciences of faiths.

## **Entitlement**

The children's entitlement is based upon the Governors' agreement to follow the NATRE syllabus, supported by the high quality resources.

- In the main, Religious Education will be taught as a discrete subject although the approach may vary.
- Religious Education in school is organised using a whole school overview or plan. This lays out which units, or themes, should be studied by each year group.
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship, drama workshops and visiting theatre companies also support the work of Religious Education in school

## **Implementation**

- Religious Education will be taught throughout the school, by the class teacher and may be supported from time to time by clergy from St. George's and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Virtual/actual visits to local churches and other places of worship will enhance children's knowledge and understanding.
- A variety of teaching approaches are encouraged:
- Teacher presentations, role play and story telling.
- High order (Big) Questions and answer sessions, discussions and debates to develop enquiry skills.
- Individual and group research.
- Photographs and artefacts.
- Computing, television, video, film, tape, books and CD to research and communicate ideas.
- Visits and visitors
- Growth Mindset strategies will support teaching and learning as appropriate.
- Progression will be guided by the Diocese of Chester Agreed Syllabus supported by Understanding Christianity.
- Religious Education may be integrated with other subjects as appropriate for example English, History and PSCE.
- Religious Education resources will be reviewed regularly
- Classroom support will be welcomed under the guidance of the teacher, eg. teaching assistants, skilled individuals and parents etc.

## **Special Educational Needs.**

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but adaptation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through adapted teaching activities.

## **See separate SEND school policy**

## **Equal Opportunities**

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others. Our school approach and ethos is supported heavily by the Valuing All God's Children publication, sincerely believing in equality for all.

### **Planning, Assessment, Reporting and Record Keeping**

- RE is planned, delivered and assessed in line with the NATRE Syllabus. A Big Question is linked to each unit of study to provide a focus for learning.
- Children record their learning, thoughts and development in RE books
- Appropriate to the end of their education in our Church School, the expectation is that all pupils are religiously literate and as a minimum pupils are able:-
  - To know about and understand Christianity as a diverse global living faith through exploration of core beliefs using an approach that critically engages with biblical text.
  - To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
  - To engage with challenging questions of meaning and purpose raised by human existence and experience.
  - To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
  - To explore their own religion, spiritual and philosophical ways of living, believing and thinking.

### **Monitoring and Evaluation**

- The Headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leaders will assist the Headteacher by monitoring Long Term and Medium-Term plans.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education. Generally, this will be an annual plan and should be informed by this policy.

## RE Curriculum-NATRE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F1 Which stories are special and why?	F2 Which people are special and why?	F3 Which places are special and why?	F4 What times are special and why?	F5 Where do we belong?	F6 What is special about our world?
Year 1	Who is a Christian and what do they believe?	Christmas – what is the nativity all about?	Who is a Muslim and what do they believe?	Easter – why do Christians have Easter gardens	KS1 1.3 Who is Jewish and what do they believe?	KS1 1.3 Who is Jewish and what do they believe?
Year 2	1.5 What makes some places sacred? KS1 1.8 How should we care for others and the world, and why does it matter?	Christmas – following Mary and Joseph	1.6 How and why do we celebrate special and sacred times?	Easter- - Salvation	KS1 1.7 What does it mean to belong to a faith community	KS1 1.8 How should we care for others and the world, and why does it matter?
Year 3	What do people believe about God?	Christmas – Christmas around the world	2.2 Why is the Bible important to Christians today?	Easter- Resurrection	2.3 Why is Jesus inspiring to some people?	2.4 Why do people pray?
Year 4	Why are festivals important to religious communities?	2.6 Why do some people think life is a journey? Christmas – journeys within the Christmas story	2.7 What does it mean to be a Christian in Britain today?	Easter – a good story or a sad one	2.8 What does it mean to be a Hindu in Britain today?	LKS2 2.9 What can we learn from religions about deciding right and wrong?
Year 5	Why do some people believe God exists?	What would Jesus do? Can we live by the values of	What do religions say to us when life gets hard?	Easter – what does Easter teach us about	2.4 If God is everywhere why go to a place of	UKS2 2.5 Is it better to express beliefs in art or

	UKS2 2.2	Jesus in the twenty-first century? Christmas -		forgiveness	worship?	charity?
Year 6	What does it mean to be a Muslim in Britain today?	2.7 What matters most to Christians and to Humanists?  Christmas – Christmas depicted in Christian art around the globe	UKS2 2.8 What difference does it make?	Easter- What can we learn from Christian works of art about salvation?	UKS2 2.9 What can be done to reduce racism?	2.10 Green religion: what can be done about climate and environment?

## Collective worship

Our Collective Worship strengthens and supports the Christian identity of our school, reaffirms our vision and associated values of and celebrates the central role that each child has to play in their community. Our worship reflects the variety of traditions found in the Church of England and will recognise and follow the Christian liturgical year. The daily Christian act of worship is central to our ethos and is supported by all staff and governors. It makes an important contribution to the overall spiritual, moral, social and cultural development of the whole school community.

### **What is Collective Worship?**

Legislation requires schools, including Voluntary Aided and Voluntary Controlled schools, to conduct daily acts of Collective Worship. However, the legislation does not define what is meant by the term 'Collective Worship'.

*"... Worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'. (DfE Circular 1/94 para 57)*

**Corporate worship** assumes a shared set of beliefs and values, i.e. a worshipping congregation meeting on a Sunday, where the worship is confessional and evangelistic (to spread the Christian gospel by public preaching or personal witness).

**Collective worship**, in recognising the collectively of all participants, can make no such assumption that all have the same beliefs and values. Collective Worship should be:

*“Appropriate to the family backgrounds of the pupils’*

Collective Worship gives pupils and school staff the opportunity to:

- Engage in an act of community
- Express praise and thanksgiving to God
- Be still and reflect
- Explore the big questions of life and respond to national events
- Foster respect and deepen spiritual awareness
- Reflect on the character of God and on the teachings of Christ through Biblical texts
- Affirm Christian values and attitudes
- Share each other’s joys and challenges
- Celebrate special times in the Christian calendar

In line with the requirements of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) schedule, we aim to ensure that collective worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today’s world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

### **The Anglican Christian Tradition**

The following are shared as Christian elements of collective worship:

- Exploring the Christian understanding of God as Father, Son and Holy Spirit
- Using the Bible for inspiration, stories and guidance
- Observing the cycle of the Church’s Year – Advent, Christmas, Lent, Easter, Pentecost and Saints Days amongst ordinary days
- Learning and saying prayers from a number of sources, in particular the Lord’s Prayer and The Grace
- Singing a wide variety of hymns and songs from traditional to modern
- Experiencing Christian symbols in worship and reflecting on their meaning

- The use of prayer, silence and reflection

We may also use elements which are more distinctively Anglican:

- Using prayers from Common Worship
- Using Anglican sentences and responses at the beginning and end of worship
- Using Collects as a focus for worship

### **Implementation**

Collective worship is planned by a variety of stakeholders including staff, pupils, the incumbent of our local church and external visitors in consultation with the collective worship leader. This act of worship can take place at any time of the school day and in any regular school grouping e.g. whole school, key stage or class. Our school plans systematically and cohesively Worship using 'Simply Collective Worship' scheme and links to our values and themes. This is adapted and changed to meet the needs of our community. This ensures that there is a shared understanding of the long and short-term planning of worship and this enables continuity. Visitors to our school are asked to read and comply with our school visitor and safeguarding policies. This should include discussing the content of any worship with a member of the senior leadership in order to ascertain its suitability for the school community. Visitors are never left alone with children as the supervision of pupils remains the responsibility of school staff.

We are mindful of the variation in personal spiritual styles and provide a range of creative opportunities including music, silence, symbolism, drama and use of IT.

### **Developing Worship**

The school allocates part of its budget to support the daily act of collect worship. The collective worship leader attends regular professional development with Chester Diocese and accesses a wide range of resources to ensure that worship is both inspiring and engaging.

### **Self-assessment and Inspection**

Our school regularly evaluates our acts of collective worship and the impact it has on the school and its wider community. This involves monitoring by school leaders, staff, pupils and Governors in order to grow and develop. We also welcome the contributions of parents and pupils through our open-door policy and questionnaires, which are reviewed and considered on a regular basis. These are shared with our Governors and play an integral part in developing the spiritual growth of the school. Worship is independently inspected by law under Section 48 of the Education Act 2005 in consultation with the Diocese of Canterbury (SIAMS).

### **The legal requirements of collective worship in Voluntary Aided and Voluntary Controlled schools.**

- Be conducted in accordance with the provision of the Trust Deeds of the school and Instrument of Government and should be consistent with the beliefs and practices of the Church of England
- The Governors should ensure that all pupils each day engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church
- Arrangements for collective worship, in foundation schools of a religious character, are the responsibility of the Governors, after consulting with the Headteacher (DfE Circular 1/94 para 52 & 53)
- All acts of worship in Church schools must be Christian in character (based on Biblical teachings)

**All registered pupils (apart from those whose parents exercise the right to withdraw) must on 'each school day take part in an act of collective worship'**

### **Parental Withdrawal**

Worship is regarded as special time which wholly reflects our ethos as a church school. It is an inclusive opportunity for those of all faiths and none. We respect the right of parents to withdraw their child/children from acts of collective worship. However, as collective worship is central to our ethos, we would appreciate the opportunity to discuss this decision with parents.

Link to Christian Distinctiveness Handbook

[Christian-Distinctiveness-Handbook-.pdf](#)

NATRE Guidance for the withdrawal from RE

[NATRE Guidance dealing with withdrawal from RE sample pages.pdf](#)

Church of England Collective Worship guidance

[collective-worship-guidance-18052021.pdf](#)

Church of England Statement of Entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>